DIS ST / CHID 430 Topics in Disability Studies

Disability Histories

Autumn 2020

Mondays & Wednesdays 2:30-4:20, remote learning

<https://canvas.uw.edu/courses/1396403>

Instructor: Joanne Woiak

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# Getting started:

The course is designed to provide flexibility in how you access the content and how you show your engagement with the material. Mondays will be pre-recorded lectures and films. Wednesdays will be synchronous class meetings for discussion of the course materials.

To begin the course, on the Canvas website go to the Course Introduction module.

# Course description:

“It is time to bring disability from the margins to the center of historical inquiry.” This course engages with topics and themes in the histories of disability, especially in the United States. We will explore historian Douglas Baynton’s 2001 idea that historical analysis should more fully encompass the lives of disabled people as well as the ways that the concept of disability has worked with—and against—other forms of discrimination in American society. Our goals are to think critically about science and medicine in relation to claims about human differences, and to deepen our understanding of the history of disability and ableism. How does disability as a category of analysis inform other social categories such as class, race, ethnicity, gender, and sexuality? We’ll focus especially on the interconnected social constructions of disability and race. Our readings, many of them interdisciplinary, are grouped thematically and each section explores experiences of oppression and activism. The topics include histories of medicine, ableism, and racism; citizenship and rights; and community, culture, and family.

# Access, accommodations, and resources:

The instructor is trying to create an inclusive learning environment. Your experiences in the class are important to me. If you anticipate or encounter barriers participating or demonstrating your learning because of any aspect of how the course is taught, I encourage you to contact me as soon as possible so that we can discuss options.

We can work in conjunction with Disability Resources for Students: [Disability Resources for Students (UW Seattle)](https://canvas.uw.edu/courses/1396414/file_contents/course%20files/disability.uw.edu) Email: uwdrs@uw.edu Phone: 206-543-8924. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Note that while this is directly applicable to students who are registered with DRS, you do not need to disclose a disability or provide an accommodations letter to discuss accessibility. Please feel free to talk with me about any aspect of accommodations or accessibility.

# Student Support Services:

* Mental Health Services to Students - main UW website with many on-campus and off-campus resources: <https://wellbeing.uw.edu/topic/mental-health/.>
* View more Student Support Services on [this Canvas page](https://canvas.uw.edu/courses/1396414/pages/student-support-resources) and on the [University Services and Support Page Link](https://canvas.uw.edu/courses/1396414/pages/university-student-policies-resources-and-assistance)
* Libraries: <http://www.lib.washington.edu/>
* Odegaard Writing and Research Center: http://www.lib.washington.edu/ougl/writing-and-research 206.221.0972 206.543.5396
* LSJ Writing Center <https://depts.washington.edu/pswrite/> (206) 616-3354
* CHID (Interdisciplinary Writing Studio) <https://chid.washington.edu/writing-center>
* Office of the Ombud: <https://www.washington.edu/ombud/> 206-543-6028
* Huskies Vote <https://www.washington.edu/studentlife/vote/>

# Religious Accommodations Policy

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request](https://registrar.washington.edu/students/religious-accommodations-request/). If you are unable to fill out the request but will need an accommodation, please speak with me as stated above.

# Assignments:

* 30% Reading Responses – do 6 weeks
* 15% Discussion Posts – do 6 weeks
* 5% Essay Proposal
* 10% Annotated Bibliography with updated proposal
* 10% Draft Essay
* 5% Peer Review
* 25% Final Essay (projects in other formats are welcomed – consult with me in advance)

# Readings & Lectures:

All of the required readings are on the course website as pdf files or links. Please let me know if there are any problems accessing those.

It’s expected that you do the required reading before Wednesday class begins and be prepared to discuss your ideas, queries, and opinions. Consult the course website regularly for readings, supplementary texts, and updates to the assignments.

The pre-recorded lectures will be posted in Canvas on the afternoon they are scheduled, usually by 2:30pm. You can view the lectures from the Panopto Recordings folder or by going to the Module for each week.

# Learning objectives:

* Understand the history of disability and activism in connection with other social categories.
* Gain a theoretical background in the field of disability studies (DS) and apply the concept of the social construction of disability.
* Investigate how normalcy is constituted through gender, sexuality, race, class, and disability.
* Consider how classifications have shaped and/or been shaped by medical science/practice.
* Develop skills in critical thinking and writing about diversity and intersecting identities.

**Grading scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A  4.0: 97-100 | B+ 3.3: 87 | B- 2.6: 80 | C 1.9: 73 | D+ 1.2: 66 |
| A 3.9: 95-96 | B+ 3.2: 86 | B- 2.5: N/A | C- 1.8: 72 | D 1.1: 65 |
| A- 3.8: 93-94 | B 3.1: 85 | C+ 2.4: 78-79 | C- 1.7: 71 | D 1.0: 64 |
| A- 3.7: 92 | B 3.0: 84 | C+ 2.3: 77 | C- 1.6: 70 | D 0.9: 63 |
| A- 3.6: 91 | B 2.9: 83 | C+ 2.2: 76 | C- 1.5: N/A | D- 0.8: 61-62 |
| A- 3.5: 90 | B- 2.8: 82 | C 2.1: 75 | D+ 1.4: 68-69 | D- 0.7: 60 |
| B+ 3.4: 88-89 | B- 2.7: 81 | C 2.0: 74 | D+ 1.3: 67 | E 0.0: 0-59 |

# Communication policy:

All requirements and policies of this course are outlined in this syllabus. Any changes to the syllabus, announcements, and handouts will be posted on the course website, and it is your responsibility to keep track of assignments and due dates and to check the website regularly for updates. Feel free to contact the instructor if you have any questions or concerns about the course.

# Policies for submitting work and late work:

All work for this course will be submitted electronically via Canvas. Assignments received late will receive grade penalties of 5% per day. No extra credit or rewrites. You are encouraged to consult with the instructor about your ideas and questions regarding the assignments and class participation.

# Documentation of sources and academic integrity:

All work submitted for course credit must be an original effort. For all writing assignments, direct quotations, paraphrases, information, interpretations, and opinions taken from another person’s work must be identified. Plagiarism means presenting the words or ideas of another person as if they were your own, for example by turning in someone else’s work or failing to document material you have quoted or borrowed. Any evidence of cheating or plagiarism will result in a grade of zero for that assignment. Additional sanctions may be imposed under the provisions of the Student Conduct Code. You are responsible for understanding all aspects of University regulations regarding academic integrity.

# Discussion participation policies and expectations:

Students who enroll in this class must be prepared to engage with a heavy reading load of texts from a variety of scholarly disciplines.

Many of the topics covered raise sensitive questions of ethics, identity, and policy. We will work to create a learning environment that feels as safe as possible for everyone and fosters open inquiry. You will be expected to critically examine your own beliefs in comparison with those of others and as they relate to issues in disability studies. Students in the class have a wide range of backgrounds and experiences. For some, the information may be completely new; others may have previous knowledge of disability issues or oppression. Please keep in mind that this course is being taught from an anti-oppressive point of view, and our principal goal is to teach the academic disability studies approach.

 Students will get the most out of the lectures, films, podcasts, and discussions by completing the readings before class time. Active participation is an important aspect of the learning process in this class. Lecture slides will be posted on the course website prior to each class. We may have some guest presenters on discussion days.

The goal of discussions in class and in discussion posts is to help you understand difficult material and think through your and others’ ideas. Working through unclear understandings or positions that you later reconsider may be part of this process. We are looking for contributions that show you are paying careful attention to the course materials and to the contributions of your fellow students, and that you are thinking critically and creatively about them. You are expected to show that you have analyzed the readings and that you are forming reasoned ideas and opinions about the themes of the course. Participation includes listening carefully and responding constructively.

# Assignments Requirements

## Essay: 4 versions to be submitted:

* One-page topic proposal, due Week 4.
* Annotated bibliography of at least 3 sources and updated proposal, due Week 6.
* Draft essay and participation and peer review, due Week 10.
* Final version of the essay: 7-8 pages that synthesizes class texts along with 2 outside sources to make a cohesive argument on a topic of your choice.
* NOTE: You’re welcomed and encouraged to share your ideas and preferences for other modes/formats of expressing your ideas besides a traditional paper; please let me know.

## Discussion Posts & Replies (15%)

Guidelines

* Discussion posts will have a weekly prompt, and consist of 2 components: post and reply. Each week the assignment is worth 2.5 points. If you write more than 6 posts, the lowest grade will be dropped.
* After you have posted your answer to the prompt, you will provide a reply commenting on the post of one of your peers.
* In order to get full credit, both posts and replies should be thoughtful, respectful, and engage critically with the topics of the week and the ideas posed by other students.
* You have the option to respond using the mode of your choice, whether that's text, video, or audio. If you use audio or video, be sure to include captions or a transcript. If you use images, be sure to include an image description.

Due Dates:

* Posts will usually be due on Tuesdays at 11pm, with some exceptions.
* Replies will usually be due on Sundays at 11pm.
* See the Canvas course calendar, modules, & the assignment for each week's deadline.

## Reading Responses (total value 30%):

Guidelines

* Write a total of 6 responses (each will cover one of the required readings). Each is worth 5 points. You will skip one week or have your lowest grade dropped.
* You’ll answer a set of questions for each. You are required to compose thoughtful responses to the required readings. Refer to specific passages and relate texts to each other where possible.
* Responses must show that you understand the main points of the text and how they relate to disability studies. Make sure your analysis is informed by what we have learned and that you give clearly stated reasons. You can draw on your own knowledge and experience, but you must also engage with readings and discussions.

Answer all of the following:

#### First paragraph: Context (2 sentences) worth 1 point

* + Give the name of the author and title of the article or chapter.
	+ Who is the author? What background do they come from?

#### Second paragraph: Description (5-6 sentences) worth 2 points

* + Summarize the article’s main points. What does the author want the reader to know and to do, and why?

#### Third paragraph: Analysis (5-6 sentences) worth 2 points

* + How effective is the evidence and reasoning?
	+ Disability studies lens: How does this article challenge assumptions about disability or offer a new understanding? How does the text reflect a DS perspective?
	+ How does it relate to other readings, or why is the article significant in relation to the topics or themes of the class?

Due Dates:

* Reading Responses will usually be due on Fridays at 11pm.
* See the Canvas course calendar, modules, & the assignment for each week's deadline.

# SCHEDULE OF TOPICS – Fall 2020

# Schedule is subject to change - consult Canvas regularly

## Part I What is disability

### Sept 30 Introductions

#### Activities for Week 1:

* Please view Joanne’s welcome video & the “Course introduction” module
* Watch the film:
	+ *Lives Worth Living* (50 minutes)
* Assignment due Friday Oct 2: Discussion Post Week 1

#### Read:

* Andraéa LaVant, [“The Defense of Black Lives Must Include Disability Justice”](https://www.theroot.com/the-defense-of-black-lives-must-include-disability-just-1844520431/amp?utm_medium=sharefromsite&utm_source=theroot_twitter&__twitter_impression=true)
* Rosemarie Garland-Thomson, [“Becoming Disabled”](https://www.nytimes.com/2016/08/21/opinion/sunday/becoming-disabled.html)

### Week 2 Making History: Disability and Normalcy

#### Activities for Week 2:

* Lecture Monday Oct 5:
	+ Disability and Normalcy in Historical Perspective
* Finish watching the film: *Lives Worth Living*
* Discussion of the readings on Wednesday Oct 7, 2:30-4:20
* Assignment due Friday Oct 9: Reading Response Week 2

#### Read:

* Kim Nielsen, “Introduction” to *A Disability History of the United States*
* Susan Burch & Hannah Joyner, “Introduction” to *Unspeakable: The Story of Junius Wilson*
* Katherine Ott, “Disability Things: Material Culture and American Disability History”

## Part II History of medicine and disability as racist discourses

### Week 3 Justifying Inequalities

#### Activities for Week 3:

* Lecture Mon Oct 12:
	+ History of Human Differences: Critical Perspectives on Medicine and Biology
* Podcast with transcript:
	+ “Disability and Slavery in the Caribbean” by Stefanie Hunt-Kennedy (Episode 20, June 2020), Disability History Association, <http://dishist.org/?page_id=735>
* Assignment due Tues Oct 13: Discussion Post Week 3
* Discussion of the readings on Wednesday Oct 14, 2:30-4:20
* Assignment due Friday Oct 16: Reading Response Week 3

#### Read:

* Douglas Baynton, “Disability and the Justification of Inequality in American History”
* Dea Boster, “Unfit for Ordinary Purposes: Disability, Slaves, and Decision Making in the Antebellum American South”
* Kim Nielsen, “I Am Disabled, and Must Go at Something Else Besides Hard Labor”

### Week 4 Mental Disability & Anti-Black Racism

Activities for Week 4:

* Webinar (the first 56 minutes):
	+ [“We’ve ALWAYS Resisted: The History of Disabled Black Activism”](https://zoom.us/rec/play/7scuIuGrrG43SdSd5ASDU_BxW47vKfmshHcerPALmUy1ByYHYVr1ZbtAM-d-H1iEMkgRkop7IHaqkF_s) by Patrick Cokley. The password to access the recording is 0E.41.0J
* Podcast with transcript:
	+ “Psychiatric Jim Crow” by Ayah Nuriddin (Episode 10, March 2019), Disability History Association, <http://dishist.org/?page_id=735>
* Assignment due Tues Oct 20: Discussion Post Week 4
* Discussion of the readings on Wednesday Oct 21, 2:30-4:20
* Assignment due Friday Oct 23: Reading Response Week 4
* DUE this week: Essay topic proposal

#### Read:

* Vanessa Jackson, “In Our Own Voice: African-American Stories of Oppression, Survival and Recovering in Mental Health Systems”
* Susan Burch & Hannah Joyner, *Unspeakable* (Chapters 1 & 2 required, and if you have read these for other classes before, please & write about read additional chapters)
* Eli Clare, “Freaks and Queers”

## Part III Citizenship & rights

### Week 5 Histories and Legacies of Eugenics

#### Activities for Week 5:

* Lecture Monday Oct 26:
	+ Disability and Deaf Eugenics
* Film:
	+ *The Lynchburg Story: Eugenic Sterilization in America*
* Podcast with transcript:
	+ “G: Unfit” (Radiolab, July 17, 2019), <https://www.wnycstudios.org/podcasts/radiolab/articles/g-unfit>
* Assignment due Tues Oct 27: Discussion Post Week 5
* Discussion of the readings on Wednesday Oct 28, 2:30-4:20
* Assignment due Friday Oct 30: Reading Response Week 5

#### Read:

* Anna Stubblefield, “Beyond the Pale: Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization”
* Molly Ladd-Taylor, “Contraception or Eugenics? Sterilization and ‘Mental Retardation’ in the 1970s and 1980s”
* Natalia Molina, “Medicalizing the Mexican: Immigration, Race, and Disability in the Early-Twentieth-Century United States”

### Week 6 Retelling Activist Histories

#### Activities for Week 6:

* Nov 2 lecture:
	+ Disability Activism from the Depression to the 504 Sit-In and Beyond
* Film:
	+ *Crip Camp: A Disability Revolution* (2020) on Netflix or YouTube
* NO reading response due
* Discussion (TBD) on Wednesday Nov 4, 2:30-4:20
* Assignment due Sunday Nov 8: Discussion Post Week 6
* DUE this week: Annotated bibliography

#### Read:

* Susan Schweik, “Lomax’s Matrix: Disability, Solidarity, and the Black Power of 504”
* Paul Longmore and David Goldberger, “The League of the Physically Handicapped and the Great Depression: A Case Study in the New Disability History”

## Part IV Cultural, community, and family histories

### Week 7 Disavowing Disability

#### Activities for Week 7:

* Nov 9 lecture:
	+ Immigrant and Deaf Histories
* Film TBD:
	+ Maybe: *Through Deaf Eyes* or *The Golden Door*
* Assignment due Tues Nov 10: Discussion Post Week 7
* No class meeting on Wed Nov 11 (holiday)
* Assignment due Friday Oct 30: Reading Response Weeks 6-7

#### Read:

* Douglas Baynton, “Defectives in the Land: Disability and American Immigration Policy, 1882-1924”
* Tavian Robinson, “‘We Are of a Different Class’: Ableist Rhetoric in Deaf America, 1880-1920”

Nov 11 Holiday - No Class

### Week 8 People First

#### Activities for Week 8:

* Nov 16 Film:
	+ *Where’s Molly*
* Discussion of the readings on Wednesday Nov 18, 2:30-4:20
* Assignment due Friday Nov 20: Reading Response Week 8

#### Read:

* Phillip Ferguson, TBD
* Allison Carey, “The Sociopolitical Contexts of Passing and Intellectual Disability”
* Kim Nielson, *Money, Marriage, and Madness*

### Week 9 Histories of Childhood & Education

#### Activities for Week 9:

* Nov 23 Podcast or Lecture TBD
* Discussion of the readings on Wednesday Nov 25, 2:30-4:20
* Assignment due Monday Nov 30: Reading Response Week 9

#### Read:

* Nirmala Erevelles, “‘Crippin’ Jim Crow’: Disability, Dis-Location, and the School-to-Prison Pipeline”
* TBD

## Part V Writing disability history

### Weeks 10-11

* Nov 30 Film: *13th*
* DUE this week: Essay Draft
* Dec 2 Peer Reviews & Discussion on Wednesday Dec 2, 2:30-4:20
* Dec 7 Essay consultations this week
* Dec 9 Class discussion TBD